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ABSTRACT

This paper examines the professionalism in early childhood education through a systematic view of its pertinent characteristics, problems, and outlooks. First, some terms basic to the discussion are defined. Second, the basic characteristics of a profession are delineated, and early childhood teaching and program administration are discussed as potential professions. Third, five major changes in the early childhood field as it moves toward greater professionalization are contemplated. Fourth, the "natural history of professionalization" is described as an inevitable path of the early childhood field; drawbacks to professionalization are considered. Last, current endeavors of a national early childhood organization as well as several recommendations are considered in an effort to promote professionalization. (RH)

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The Professionalism of Early Childhood Educators and Administrators:

Problems and Prospects

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The field of early childhood education deserves the attention afforded it by an examination into the problems and prospects of its professionalism. Literature written by educators and educator scholars in the past ten to fifteen years has focused primarily on whether teaching (i.e, elementary and secondary teaching) can be considered a profession in the fullest sense. However, the status of early childhood educators and administrators as a professional field can no longer be ignored. The need for child care outside of the home has increased dramatically over the last ten to fifteen years. The following statistics will serve to strengthen the argument for the social need for early childhood programs as well as indicate the increasing activities in programs for young children:

- In 1980, five million three, four, and five year olds attended programs that provided two or more hours of education. Eighty-five percent of the five year olds were in kindergarten, and 46 percent of the four year olds and 27 percent of the three year olds were in nursery schools. (Chorvinsky, 1980.)
- From 1970 to 1980, the population of three, four, and five year olds decreased from 10.9 million to 9.3 million, but at the same time the number in school increased 19 percent. (Chorvinsky, 1980.)
- The percentage of working mothers of preprimary children was up to 45 percent in 1980 and continues to rise. (U.S. Government Printing Office, 1981.)
- In 1980, 46.6 percent of all American mothers with children under six were either employed or looking for work: that means that 7.5 million preschool children were in need of day care. (Gould, 1983.)
- According to the Census Bureau, in 1982, 55 percent of the nation's working women with children under age five--a total of 5.1 million women--arranged out-of-home care for their children. (U.S. Department of Health and Human Services, 1984.)
- By 1990 it is predicted that eleven million more women will enter the labor force. (Sitomer, 1981.)
- The National Center of Educational Statistics predicts a 33 percent climb in enrollment between 1980 and 1990. This will be the largest gain for any level of education. (Education Week, 1982.)

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- The Children's Defense Fund warned that the "supply of child-care facilities doesn't meet the demand now" and that a "child-care emergency" looms ahead. (Children's Defense Fund, 1982.)

Although these statistics do not tell the whole story, they are a partial indication of the present status of programs for young children. The need for quality child care to meet society's needs and the establishment of a profession which receives appropriate compensation and respect is crucial. Why is it so essential? Because, ultimately, the status and importance the American public grants its early childhood teachers and administrators has a direct correlation to the dignity and importance which we as a nation place on this nation's younger generation and future adults. In other words, upgrading the status of the early childhood field on all different levels will enhance the quality of care for children in this nation.

This paper will examine the area of professionalism in early childhood education through a systematic view of its pertinent characteristics, problems, and outlooks. First, some terms will be defined which will serve as lexicon for the undertaking of this paper. The basic characteristics of a profession will then be delineated and a discussion will result in relation to both early childhood teaching and administering as potential professions. Thirdly, five major changes in the early childhood field as it moves toward greater professionalization will be contemplated. The "natural history of professionalization" will then be described as an inevitable path of the early childhood field. It will also be beneficial to look at the possible negative effects which could result from increased professionalism. And, lastly, the current endeavors of a national early childhood organization as well as several of the author's personal recommendations will be considered in an attempt to establish greater professionalization.

Before continuing, however, the author would appreciate the opportunity to set the context of this paper in relation to several points. In order to define the term "early childhood educator," the author will, for the sake of simplicity and the brevity required for this paper, limit it to teachers of the three-to-five year age group in a center-based or

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group-based program. This type of program includes day care centers, mother's-day-out programs, drop-in care, community group programs, night-care programs, Head Start programs, parent cooperative programs, pre-schools, laboratory/demonstration programs, company-sponsored or work-related child care centers, and church-sponsored child care programs. The term "early childhood administrator" refers to the person responsible for the total program and services in a program ranging from 12 to even 300 or 400 children. The administrator directly manages the program and may also, but not necessarily, be a teacher or owner of the program.

Before going into the characteristics of a profession, some definitions are necessitated:

- Profession: The collective body of people in an occupational organization. (Myers, 1973.)
- Professionalization: The dynamic process whereby many occupations can be observed to change certain crucial characteristics in the direction of a profession. (Vollmer & Mills, 1966.)
- Professionalism: An ideology and associated activities that can be found in many and diverse occupational groups where members aspire to professional status. (Vollmer & Mills, 1966.)
- Professional: Those who are considered by their colleagues to be members of professional groups where a relatively high degree of professionalization has taken place. (Lortie, 1969.)

The identification of characteristics of professional work has been of recurrent interest to sociologists from Flexner's discussion in 1915 to the publication of Goode's latest statement in 1969. The lists of defining characteristics vary according to the particular writer and range in number from five to fourteen. The following is a comprehensive list combining the characteristics of both Flexner and Lortie (Flexner, 1915; Lortie, 1969):

1. The existence of a generalized and systematic knowledge base.
2. Service orientation toward its clients.
3. The profession has a unique function to perform for its clients and for society.

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4. The profession has a monopoly of knowledge.

5. The profession determines its own standards of education and training.

6. Professional practice is often legally recognized by some form of license or certificate.

7. Most legislation concerned with the profession is shaped by that profession.

8. The occupation gains in income, power and prestige ranking.

9. Members are more strongly identified and affiliated with the profession than are members of other occupations. There is a national professional association to represent the group.

10. The profession is more likely to be a lifelong occupation. Members do not care to leave it and reflect a professional dedication and commitment to their work.

Does the field of early childhood education and, more specifically, its teachers and administrators, meet the criteria of a profession as described above? One purpose of attributing professionalism to a given service is to recognize certain unique characteristics. The field of early childhood education has not attained true professional recognition because it lacks those unique characteristics associated with such status. It does, however, have the potential to more closely approximate the attributes of a profession, and professionalization is a relevant consideration for early childhood educators. A brief explanation matched to each of the ten foregoing characteristics will serve to describe "the state of the art" in early childhood education as well as potentialities involved.

1. The existence of a generalized and systematic knowledge base. This term can be defined as a collection of principles and laws that are organized in a systematic manner. In the field of early childhood education, the generalized and systematic knowledge base is represented by a pedagogy founded on a variety of theories and writings. It is possible to trace the roots to the writings of Rousseau, Pestalozzi, and Fröebel in the late eighteenth and early nineteenth centuries, and Montessori in the early twentieth century. In addition, the knowledge base includes theories and principles from the fields of social psychology, educational psychology, and child development.

The more systematic knowledge for the field began to evolve in the early and mid-1900s with the work of Freud, Gesell, Erikson, and Piaget. Other important contributions came from Thorndike's learning theory and Skinner's behaviorism.

In addition to recognizing the existence of a large and complex knowledge base, another consideration is that the nature of the knowledge

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of a profession must be understandable by only those in the profession. The crucial element is the degree of understanding that is necessary to practice in the field. It is difficult to identify what knowledge is essential since the relationship between the knowledge base and effective skills is not as clearly determined as in the more scientifically exact professions. Early childhood teachers usually base their actions on what they have found to be useful in their own experience with children. Likewise, early childhood administrators often find themselves in an on-the-job training situation since so much of the knowledge needed to administer an early childhood program is derived from the particular setting and circumstances.

2. Service orientation toward its clients (in this case, clients means parents and children). This characteristic focuses on the type and nature of the service provided by a field. Early childhood teachers and administrators come closer to satisfying this characteristic than any other; it is "built into the package." Early childhood education is an important and necessary service to children and society as expressed in the statistics mentioned at the beginning of this paper. Assuming that children are a crucial part of society, it can be argued that early childhood education's focus on serving children reflects strong professional concern for the welfare of society. The service is primarily educational or custodial, depending on the particular program, but often includes components for the social, emotional, and physical development of the young child. The service provides experiences through a planned curriculum that is designed to maximize the child's development.

Another aspect of this characteristic, however, is that the needs of the client are determined by the professional. The governance structure of education in America reflects education's importance to society, yet it also allows nonprofessionals to intercede in determining the needs of the clients. In early childhood education, autonomy is given to the field in determining the needs of the clients. But this autonomy is based more on a disinterest by authorities in determining clients' needs than a granting of autonomy because the field is best suited to determine such needs.

Along a similar vein of discussion, a professional has the right to choose his clients while a non-professional is unable to do so. In early childhood education there is a service relationship between the parents and child and the administrator and director. Depending on the particular program, there may or may not be a choice involved in the relationship.

3. The profession has a unique function to perform for its clients and society. The primary consideration here is that the service is unique in nature; that is, the service cannot be adequately secured outside the profession. Due to the availability of different kinds of programs (preschools, family and home-based settings, cooperatives, etc.) and the variety of people who provide such services (babysitters, paraprofessionals, other parents, etc.), the early childhood field cannot be generally perceived as requiring special sanctions to limit its availability. The services can be secured from individuals with minimal exposure to the field's knowledge base. This implies that the service is not perceived by society as being unique in nature.

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4. The profession has a monopoly of knowledge. This characteristic means that the members of the profession have a language developed around the knowledge base which distinguishes it from being understood by professionals in other fields and laymen. Depending on the particular training background of the teacher or administrator, there may or may not be use of professional jargon. Most knowledge for the field of early childhood education is created in academic and research settings by university faculty. Some early childhood teachers do not come in contact with such settings and rarely do practitioners conduct experimental research or generate new theories that might expand the knowledge base.

The early childhood field itself suffers from a lack of conceptual clarity and standard terminology. (Caldwell, 1983.) People in early childhood education have come from many backgrounds. Some have come from early childhood education, others from child development, day care, Head Start, developmental psychology, etc. The diverse terminology, particularly with occasional assertions that each of these different labels represents a different professional approach, is very confusing to the general public. A pilot study by Hostetler and Klugman (1982) dealt with this confusion of terminology: "One of the first requisites to professionalism will be self-definition, and the recognition that the early childhood field needs to identify commonalities among all those who work with young children, while simultaneously allowing for diversity." (Hostetler & Klugman, 1982, p. 14.)

It seems obvious that in order for those in early childhood education to be recognized professionals they need to develop a commonly accepted nomenclature. Hostetler and Klugman have recommended a nomenclature hierarchy based on a 1982 survey given to individual members of the National Association for the Education of Young Children (NAEYC). The job title preferences were early childhood program director, early childhood teacher, and early childhood assistant. "Early childhood" was particularly preferred since this would differentiate it from other age groups.

5. The profession determines its own standards of education and training. The field of early childhood has a widely varied method for educating and training its new members. Often the training is provided by community colleges, schools specializing in specific philosophies (e.g., Montessori), and through non-degree work training programs (e.g., CDA). In most of these situations, faculty members may have some opportunity to influence admission standards. Nevertheless, practitioners have little input into the creation of these standards for education and training: state licensing manuals, however, do provide some guidelines with great variation among the fifty states.

It should be noted here that NAEYC has developed recommended guidelines for four- and five-year programs in early childhood teacher education. The author had a phone interview recently with Jan Brown, NAEYC Director of Publications, who explained that the aim of such guidelines is to develop consistency and high quality in training. The organization is also working on similar guidelines for two-year programs.

6. Professional practice is often legally recognized by some form of license or certificate. Most professions require certification that

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is controlled by members of the profession. Society grants the profession the authority to serve and restricts others from claiming to practice.

The early childhood field has no such standardized or universal "self-certification" process and the education and experience of teachers and administrators vary tremendously from state to state, city to city, and center to center. Minimum educational and experience requirements are given in most state licensing manuals. "In most states, directors and teachers must have a high school certificate; a few states require two years of education beyond high school, with courses in child development and nutrition; one state requires a bachelor's degree and two years teaching experience . . . In many states, assistant care-givers or instructors must be able to read and write." (Decker, 1984, p. 181.) However, a professional group, the Committee on Infant and Preschool Child of the American Academy of Pediatrics, has recommended the following as an ideal requirement: "a director of a day-care center for more than eight children should have completed twenty-four semester hours in child development and early childhood education courses or have equivalent experience acceptable by the state's licensing agency." (American Academy of Pediatrics, 1971, p. 7.)

For teachers, considerable variations in training to teach also exist. Some state licensing standards require personnel holding the title of teacher or working with school-age children in a day care center to meet the state's teacher certification requirements. Such certification usually requires a four-year college degree with a major in kindergarten, early childhood, child development, child psychology, etc. On the other end of the spectrum, however, are states where the only requirement for the title of teacher is the minimum age of 18. In addition, "thirty-eight states have requirements for day care or nursery school teachers that amount to less than six semester hours of coursework." (Ade, 1982, p. 29.) Presumably, this is because the day cares and nursery schools are not publicly funded.

The ideal standards for the academic preparation for early childhood teachers receiving a four- or a five-year degree have been developed by NAEYC and were approved by the National Council for the Accreditation of Teacher Education in 1982. (NAEYC, 1982.)

Teachers who do not have a degree or educational training are often encouraged to complete requirements for a Child Development Associate (CDA) credential. The prospective CDA must demonstrate competencies in different areas such as maintaining a safe and healthy learning environment, advancing the child's physical and intellectual growth, etc. The CDA certificate, therefore, provides a recognized standard of professionalism although it does not apply to all teaching personnel in the early childhood field.

7. Most legislation concerned with the profession is shaped by that profession. One aspect of this characteristic is that society grants the profession a high degree of self-regulation. The more powerful the service and the more unique its nature, the more willing society is to grant the profession self-regulatory autonomy. According to Donald A. Myers in a book entitled Teacher Power - Professionalization and Collective Bargaining, "a state legislature should not prescribe legislation for a profession because it places the profession at the mercy of laymen; thus,

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the profession loses autonomy." (Myers, 1973, p. 43.) As was mentioned in number three above, in the early childhood field the only self-regulation is conceded more on the grounds that the service is not powerful or unique and requires little more than minimal regulations from the city or state.

Cited previously in this paper, one professional early childhood organization has done a great deal to improve the public's view of child care, improve the quality of child care, and ameliorate the professionalism of those associated with early childhood: the NAEYC. This strong national organization with a membership of 43,000 has been a powerful influence for introducing legislation based on the professional recommendations of its members. Several of its current projects will be discussed later in this paper.

8. The occupation gains in income, power, and prestige ranking. It is first necessary to determine a measurable feature of prestige ranking that can be used to judge society's opinion of the field. In this case, society's perception of early childhood education will be measured by the financial remunerations generally associated with the service.

Any review of statistics or studies of income for early childhood teachers and administrators is not impressive. A Child Welfare League of America study in 1977 shows that non-degree day care workers averaged $6,888 per year while teachers with graduate training earned $8,833 annually. (Ade, 1982, p. 28.) A random study of ten percent of the 2,250 licensed child care facilities in Illinois showed that in 64 percent of the centers full-time teachers' salaries were less than $5.00 per hour ($9,999 per year). Forty-nine percent of the respondents were paid $3.40 to $5.00 per hour, and 15 percent were paid minimum wage or less. (Hostetler, 1984, p. 76.) In a study conducted in upstate New York, the average salary reported for directors was $5.73 an hour and for teachers $4.11 an hour. (Gould, 1983, pp. 19-20.) Salaries generally average about 75 percent of a child care program budget, with a range from 70 to 90 percent. (Whitebook, et al., 1981, p. 6.) If money does not come in from a society that respects and values its services, it cannot go out in salaries.

9. Members are more strongly identified and affiliated with the profession than are members of other occupations. There is a national professional association to represent the group. The entire early childhood field is noted for diversity. Members come from nursery schools, day care centers, cooperatives, college and university settings, parent groups, and countless other arenas where adults are concerned with young children. Day care alone is alternately called a human service for children and families, an industry, a family support system, or a small business operation. The appellations used to refer to children's programs and to those who work in them differ vastly both in the field, and in the eyes of the general public.

A strong identity with the profession does not seem apparent due to such diversity. It is essential to build a professional group identification for early childhood personnel if the field is to attain professional status. NAEYC has been active in strengthening professional bonds: its membership is open to all those who act on behalf of the needs, rights, and welfare of young children. Other professional organizations, including

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the Association for Childhood Education Internationale (ACEI), the Child Development Associate Corsortium (CDA), the Child Welfare League of America, Inc. (CWLA), the National Association of Early Childhood Teacher Educators (NAECTE), and the state Associations for the Education of Young Children, are also executing similar work.

10. The profession is more likely to be a lifelong occupation. Members do not care to leave it and reflect a professional dedication and commitment to their work. In the early childhood field, this characteristic of commitment to the profession would have to be dealt with on almost an individual basis. Naturally, it has to do with a teacher's or administrator's degree of job satisfaction, working environment and conditions, training and experience, and many other variables which could affect a committed or uncommitted attitude.

An NAEYC survey study in 1982 showed that, among its members, only a small group of 19 percent indicated a likelihood of changing jobs in the next few years. (Hostetler & Klugman, 1982, p. 15.) Also, "almost 53 percent of the respondents to the survey saw their staff turnover as low, while 32 percent saw it as moderate (the term "staff turnover" was not defined in the study). (Hostetler & Klugman, 1982, p. 17.) This would seem to indicate that, in their view, there is a consistent group of people working in programs whose commitment to remaining in the field is reasonably high.

Others, however, see a high attrition rate among those in early childhood programs. According to Seiderman in a 1978 article entitled "Combatting Staff Burn-Out," the turnover rate at most centers is 15 to 20 percent a year--a rate which exceeds the national average of 10 percent for most workers in human services fields. (Seiderman, 1978.)

If these ten characteristics and their explanations can be accepted as definitive criteria, then at least five major changes in the present state of the field of early childhood education would have to occur. These changes are briefly as follows:

1. Require a greater familiarity with the field's knowledge base that would increase the unique nature of the knowledge needed to practice and that would extend the length of the training period.

2. Identify and establish uniform criteria for admitting new members into the field, that would also affect entry criteria into training programs, and the course content of these training programs.

3. Develop a more elaborate practitioner licensing process that would at once assure that practitioners met the new entry criteria and restrict all others from claiming to practice. Also, secure internal control of this licensing process in order to give members sufficient input into setting training standards and entry criteria, thereby enhancing the degree of self-regulation.

4. Strengthen the professional foundation from within the field through achieving self-understanding and increasing communication, professional identity, and thereby dedication among the members.

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5. Actively seek professional recognition from outside the field by skillfully presenting the members' concern to the public, the policy makers, and the media. In doing so, create a positive image so that the field is recognized for its contribution to society and is therefore rewarded with increased income, power, and prestige ranking.

If the field of early childhood education does try to rise, however--and succeeds to some extent or even to a great extent--how far can the process go? Identifying the process or sequence of steps whereby an occupation moves from a semi-profession to full professionalization has been developed by Wilensky. He has established that there is a "natural history of professionalization" and identifies these stages as those followed on the route to professional status by the established professions (Wilensky, 1964):

1. The occupation is full-time.
2. Formal training is established.
3. This training is provided within universities.
4. Local and then national professional associations are formed as the core tasks are defined in competition with neighboring occupations.
5. Political activity leads to legally controlled licensing and certification.
6. A formal code of ethical practice is developed.

From a detached perspective, the early childhood field can be seen as being in an embryonic stage of development similar to that experienced by kindergarten during the 1900s: its "natural history" toward professionalization is naturally in its early stage because of its youth. The decades of the 60s and 70s saw the first strong expansion of early childhood education. The early childhood field has to make substantial changes in order to reach its potential as a professional service. The alternative to making these changes is to reject the criteria offered by the sociologists and create less stringent standards. However, this would be an especially errant course for early childhood education since the field has such great potential for growth and should not prematurely concede to the difficulties associated with professionalization.

Thus far this paper has dealt with the characteristics, problems, and paths of "scaling the path" to professionalism. In reaching the top of the

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ladder and looking around at the scenery, is everything going to look good? Unfortunately, the process of upgrading any field's characteristics to a professional level is not without major implications, both positive and negative, for the field and its practitioners. It will be useful at this point, for the sake of an objective perspective and total picture, to briefly present some of the potential drawbacks or dilemmas facing the early childhood field in light of increased professionalization. The author has identified three such drawbacks, including greater accountability to the public, a more institutionalized and bureaucratized management of programs, and a depersonalization of the service.

As the early childhood field gains in autonomy and is recognized by the public as having unique services to offer, it seems that the practitioners and administrators will have to become increasingly accountable for their activities. Any service that demands higher fees which result in higher salaries and prestige becomes more valued. The attention the service receives from being valued often creates greater scrutiny in the public's eye. Various forms of accountability, such as management by objectives, performance, contracting, etc., may filter down from the elementary and secondary school levels. The early childhood field needs to initiate more research which demonstrates the value of early childhood education to society such as the result published for the Schweinhart and Weihart study (1980).

The high costs of providing quality child care are increasingly going to have to be supplemented by state and federal funds and businesses as the early childhood field moves toward professionalization. Such economic resources may come from increased child care funds in federal and state budgets, tax policies that induce businesses to support child care, income tax credits to families who need child care, and employee benefits which include child care. Receiving such funds will inevitably mean having a responsibility to government and business which usually means abiding by set guidelines and regulations. Therefore, the possibility exists that child care could become significantly institutionalized and bureaucratized to the point that there is a depersonalization of the services, less focus on the children, and more attention on the maintenance

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and organization of the program. This is already seen to some extent in the constant monitoring of the federal Head Start Program and its endless list of regulations.

The last potential drawback associated with increased professionalization relates to the possible depersonalization of the service to the children and parents. Work by Lasch (1977) and Illich (1971) on the detrimental growth of other professions at the expense of the individual has a possible correlary in early childhood, where the growth of an inaccessible body of special knowledge and an "irreproachable" code of ethics could be used by the profession in an attempt to mystify the public. If early childhood teachers and administrators increase their image to the public as specialized professionals with unique knowledge and training, this could serve to create a distance between the program and the home. Such a distance presently exists between the elementary schools and homes of our country. Young children, however, benefit from constant interactions and contacts between the program and home. This was particularly seen in a study done by the New York State Education Department which showed that the number of minutes of contact by parents with the program had a correlation to the child's cognitive development (1982).

Prior to the author's closing personal recommendations, it will be beneficial to point to the outstanding work being done by NAEYC in pursuit of increased professionalization. Jan Brown, Director of NAEYC Publications, recently outlined in a phone conversation with the author the current endeavors of the organization. These are as follows:

1. Development of alternative routes and guidelines for teacher education and competency.
2. Strengthen child care regulation at the state level. Plans are developing for a National Academy of Early Childhood Programs to promote quality.
3. Implementation of a Center Accreditation Project (CAP) to recognize good quality child care programs nationally.
4. Active support and concern for practice-oriented research to establish a knowledge base for early childhood practices.
5. Design of a model system for family day care registration.
6. Explore implications of full-day kindergarten and prekindergarten.
7. Endorsement of humane social concerns such as peace, the nuclear freeze, etc.

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8. Advocacy, lobbying, and coalition building for public policy issues that affect legislation.

9. Development of consistent nomenclature of job terminology, titles, etc.

The author has greatly appreciated this opportunity to gain profound insight into the ramifications associated with increased professionalism. The creation of this paper has sparked a new interest and commitment to advocacy for the improvement of the plight of all in the early childhood field. It should not be forgotten, however, that the ultimate goal in helping ourselves is to help the children--to receive a dignified and deserved place in society.

In closing, the author would like to offer the following recommendations as potential avenues for investigation and implementation for others in early childhood:

1. Restructuring teacher education. Considerations include improved entrance and retention requirements, mediated entry, longer probationary requirements and others. (Smith, 1982, Ornstein, 1981; Bowman, 1982.)

2. Improving staff development. Administrators must clearly recognize staff and program needs and provide motivation, assistance, and support if programs are to be successful. Several model programs for improving administrators' and teachers' abilities have been developed (Pofahl, et al., 1983), including some that bring training directly to the door of day care providers. (Mahk, et al., 1982; Axelrod, et al., 1982.)

3. Improving working conditions and benefits and alleviating job stress. Low wages and low status causing dissatisfaction and attrition need to be eliminated. Employee benefits such as health coverage, paid holidays, retirement benefits, and so forth need to be more extensively introduced. (Roberts, 1983; Gould, 1983; Hostetler & Klugman, 1982.) Stressful conditions resulting in staff burn-out need to be abated. (Whitebook, et al., 1981; Decker, 1984.)

4. Implement more research and evaluation of early childhood programs. This is the time to invest public funds strategically so that future generations will have a secure knowledge base on which to formulate social policy for children. (Calhoun & Collins, 1981; Takanishi, 1981; Fort, 1983.)

5. Advocate to improve federal and state regulations and increase resources. Information needs to be collected that will convince policy makers of the importance and value of child care services and initiate positive media coverage. (Caldwell, 1984; Duncan, 1979; Willer, 1983.)

6. Consider more extensive use of facilities in elementary schools as sites for child care programs. Some research has contemplated

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such an endeavor with somewhat favorable conclusions. (Caldwell, 1981; Fort, 1983.)

7. Encourage the recognition of teachers and administrators as specialists. A change in the public viewpoint of early childhood education as being a specialized practice will enhance its professional status and thus make it more valued and unique. (Kerr, 1983.)

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